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ABSTRACT

A study examined the barriers to recruitment and retention of disadvantaged, unemployed, underemployed, and out-of-school youth as perceived by students, teachers, counselors, and administrators. To identify such students and barriers, researchers used the following data collection procedures: on-site interviews with 10 Florida area vocational school directors, a mail survey of 260 area vocational school professional staff, and a telephone survey of 10 area vocational school dropouts and 10 re-enrollees. Among the findings were the following: (1) the recruitment practice that received the highest ranking in terms of frequency of use and perceived success was personal contacts with prospective students made by past and present students; (2) approximately 30 percent of those dropouts who returned cited personal contact by school faculty or past/present students as their main reason for returning; and (3) faculty groups perceived the financial needs of students and inability to attend class as the greatest program barriers. Recommendations included calls for increased emphasis on student guidance and counseling, increased financial assistance to remove situational barriers, and development of a model for implementing alternative recruitment/retention strategies. (MN)

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ED218471

Final Report

Project No. 1-1C31

From 4/1/81 to 6/30/81

Identification of Recruitment Barriers to Vocational Training Programs as Perceived by Students, Teachers, Counselors, and Administrators in Selected Florida Schools.

Florida Department of Education
Division of Vocational Education
Tallahassee, Florida 32301

CE 032 774

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Identification of Recruitment Barriers to Vocational Training Programs as Perceived by Students, Teachers, Counselors, and Administrators in Selected Florida Schools.

Department of Agricultural and Extension Education
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The project reported herein was conducted pursuant to a grant from the Division of Vocational Education, Florida Department of Education. Contractors undertaking such projects are encouraged to express freely their professional judgements in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent the official position or policy of the Florida Department of Education.

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Abstract of the Final Report

Title of Project:	Identification of Recruitment Barriers to Vocational Training Programs as Perceived by Students, Teachers, Counselors, and Administratros in Selected Florida Schools.
Organization:	University of Florida
Project Director:	Jimmy G. Cheek
Expenditures	$20,000.00
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PROBLEM

One critical concern expressed by vocational educators in recent years has been the number of youth leaving school before obtaining adequate knowledge and skills to acquire and maintain a job. In recognition of this need, a number of school districts have initiated practices to recruit students into vocational training programs and to place them on jobs. Some efforts have met with success while others have been less successful for a variety of reasons. Educators have reported that even among the more successful programs a number of barriers stand in the path of progress in meeting basic educational needs. Frequently these are perceived barriers that may or may not be real, existing in the minds of students, teachers, counselors and administrators about various practices and procedures which can prevent students from enrolling or re-enrolling and successfully obtaining adequate skills.

OBJECTIVES

The central purpose of this study was to describe barriers to recruitment and retention of disadvantaged, unemployed, underemployed, and out-of-school youth as perceived by students, teachers, counselors, and administrators. In order to achieve this purpose the following specific objectives were developed as guidelines for conducting the study:

1. Identify and describe recruitment practices that have been used successfully to attract disadvantaged, unemployed, underemployed, and out-of-school youth.

2. Identify students who have re-enrolled in vocational training programs as a result of the identified practices and compare their perceptions of program barriers with students who exited prior to program completion and did not return.

3. Describe perceived barriers related to student recruitment and student retention (successful completion) identified by teachers, counselors, and administrators of vocational training programs.

PROCEDURES

Three procedures were used for data collection. For objective one, on-site interviews were conducted with a sample of Florida area vocational school directors. Data for objective two were obtained through a telephone survey of area vocational school dropouts. A mail survey of area vocational school professional staff was used to collect data for objective three.

RESULTS

Among the findings were the following: (a) the recruitment practice which received the overall highest ranking in terms of frequency of use and perceived success was "personal contacts with prospective students made by past and present students," (b) approximately 30 percent of those dropouts who returned cited personal contact by school faculty or past/present students as their main reason for returning; and (c) faculty groups perceived the financial need of students and inability to attend class as the greatest program barriers.

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CHAPTER I

INTRODUCTION

One critical concern expressed by vocational educators in recent years has been the number of youth leaving school before obtaining adequate knowledge and skills to acquire and maintain a job. In recognition of this need, a number of Florida school districts have initiated practices in an attempt to recruit the disadvantaged, unemployed, underemployed, and out-of-school youth in vocational training programs and to place them on jobs. Some efforts have met with success while others have been less successful for a variety of reasons. Educators have reported that even among the more successful programs a number of barriers stand in the path of progress in meeting the basic educational needs of this special group of students. Frequently these are perceived barriers that may or may not be real, existing in the minds of students, teachers, counselors and administrators about various practices and procedures which can prevent students from enrolling or re-enrolling and successfully obtaining adequate skills.

Purpose and Objectives

The central purpose of this study was to describe barriers to recruitment and retention of disadvantaged, unemployed, underemployed, and out-of-school youth as perceived by students, teachers, counselors, and administrators. In order to achieve this purpose the following specific objectives were developed as guidelines for conducting the study:

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3. Describe perceived barriers related to student recruitment and student retention (successful completion) identified by teachers, counselors, and administrators of vocational training programs.

Need for the Study

The need for this project was predicated on the fact that many students who need vocational education either never enroll or fail to complete an appropriate training program. This research effort sought to resolve this need by identifying perceived recruitment barriers to vocational training programs. In addition, this study sought to identify successful recruitment practices that are currently being used by area vocational schools to overcome barriers to vocational training programs.

Definition of Terms

For the prupose of this study, the following terms were defined:

Area vocational schools are those vocational schools that have been designated as such by the Florida Department of Education. There are 26 designated area vocational schools in Florida.

Dropout refers to a student who left an area vocational school before completion of a program.

Faculty groups are the three respondent groups utilized in objective three. These groups were labeled (1) teachers, (2) counselors, and (3) administrators.

Regional director refers to the chief vocational administrator in each of the five administrative regions throughout Florida.

Returnee refers to a student who left an area vocational school before completion of the program in which he/she was enrolled but later re-enrolled in the same or another vocational program.

School Director refers to the chief vocational school administrator in each of the designated area vocational schools. The word director is used as a synonym in this report.

CHAPTER II

REVIEW OF LITERATURE

The purpose of this review is to present an overview of the literature which is related to student recruitment in postsecondary vocational education and the barriers which prevent students from enrolling in and completing postsecondary vocational education programs. The review is divided into three major areas. The first section focuses on the characteristics of adults who participate in the formal education process. In addition, specific factors which motivate adults to participate in formal learning are reviewed. Section two summarizes the research and literature related to barriers which impede participation in adult education. The final section presents a discussion of currently utilized recruitment practices in vocational education.

Participation in Adult Education

In recent years, several studies have focused on adult learners and their motivation for participating in adult education. When the studies are examined as a whole, several patterns of participation and interest become evident. Probably the most important of these patterns was the dramatic increase in demand for learning opportunities over the past several years.

Cross (1977) examined the demand for adult learning opportunities and summarized the participation rate in organized instruction for adults 17 years of age and older who were not full-time students in high school or college. It was concluded that adult education is serving the advantaged classes of people out of proportion to their representation in the population. Findings revealed that blacks, the elderly, and those with part-time jobs, low incomes, and low educational attainment are underrepresented as far as participation is concerned.

Moreover, Cross (1977) reports that interest, as well as participation, in organized education activities starts to decline in the 30's and drops off sharply after age 55. It is estimated that no more than 5 to 10 percent of those over the age of 55 are participating in organized learning activities, and less than one-fourth express any interest in further learning. The percentage of whites who participate in adult education is almost twice that of blacks. However, if blacks and whites are equated for educational background, there is little difference in participation rates, especially at the high and low ends of the educational continuum. Also blacks consistently indicated they were using education for upward job mobility and show more interest in job-related education as opposed to avocational education.

Educational attainment has consistently been the single characteristic more closely related to the interest, motivations, and participation of adult learners. Data show a clear increase in participation rates with

increasing educational attainment. Furthermore, Cross (1977) reports that the hierarchy of participating learners, potential learners, and non-learners (those who express no interest in further education) is highly related to educational attainment. Participating learners are well educated already and non-learners generally have poor educational backgrounds.

Hochschild and Johnston (1974) surveyed 884 adults in Vermont to gather data concerning educational access and aspiration. It was found that 475 respondents expressed nearly the same level of interest in education. Other findings were:

1. Ninety-seven percent believed post secondary education should be available to all adults. Current demand was 66 percent and the highest aspiration rate was between ages 35 and 44 (81 percent).

2. Distribution of demand varied according to sex, residence, income, and high school background.

3. Over two-thirds wanted to improve skills (many in 35-44 age range) while 39 percent would like to change jobs.

4. Needs are not met because as demand increases with age, attendance decreases. Inequalities of opportunity also existed between those who received some post secondary education immediately following high school and those who postponed it. The second group has a much lower rate of attendance.

5. Obstacles relating to the requirements for attending an institution were financial and geographic. Others were family and personal.

6. Nearly three-quarters believed the state should pay for the education. Fifteen percent had no personal funds available to enter school.

7. The demand was for diverse programs based at local high schools, vocational-technical schools, or places of employment.

8. Over 40 percent wanted counseling service and over 40 percent did not think they had received good advice in the past. (p. 22)

Motives for Participation

Many factors have an influence on educational aspirations and the willingness of learners to participate in the formal educational process. Hochschild and Johnston (1973) conducted a study which dealt with the major influences affecting aspirations and found that (1) peer groups, (2) teachers and parents, (3) perceived utility of post secondary education, and (4) feelings of academic self-worth were the major factors.

In the Vermont study, Hochschild and Johnston (1974) surveyed 884 adults and found that reasons for wanting more education generally related to current occupation. Thirty-two percent indicated they were encouraged to seek further education by their employer, 21 percent by family, and 12.6 percent by guidance counselors and teachers. Another finding was that more women wanted to change jobs then men. Also, more low income respondents wanted to change jobs and were more willing to spend a greater part of their income to do it.

Rubenson (1977) indicated that there are three components that influence participation in recurrent education: (1) previous experience, (2) environmental factors, and (3) current needs. Findings of previous studies have indicated that there is a connection between the situation in which people find themselves and their participation in education. They also indicate that less educated people often do not perceive education in terms of personal growth or self-realization.

Rubenson (1977) summarized recent findings related to motivation to participate in recurrent education in the following table:

Findings	Writers
One powerful reason for participating is the desire to make practical use of the knowledge acquired.	Tough (1969) Johnston & Rivera (1965); Robinson (1970); NIAI (1972); Cross & Zusman (1977).
Most of the persons taking part in adult studies aimed at particular qualifications were not doing so because they had long considered beginning to study but because they were in a situation which required them to study (a change of family situation, illness, a change of work, etc.).	Johansson & Rkerwald (1976).
Retirees looked for courses where they could acquire knowledge which would help them to adjust to their new role in society. This demand was far greater than the supply of such courses would suggest.	Hiemstra (1972).
Hobby-oriented courses play an important part in providing opportunities for social contact for persons whose situation otherwise presents limited opportunities of this kind, e.g. housewives.	Rubenson (1976).

Housewives tended more than others to state that they participated to "get out of the rut" and "see new faces".	Emanuelsson (1973); Johnston & Rivera (1965); Rubenson (1976); Cross & Zusman (1977).
Persons from the lower social classes, who have relatively simple jobs, mostly state that they participate in order to be able to change jobs, while persons of intermediate and high status, who have jobs presenting opportunities of development mostly state "a help in my present job".	Johnston & Rivera (1965); Kamiensku (1975); Johnsson & Ekerwald (1976).
Non-vocational motives, such as improving one's general knowledge and having something enjoyable to do in one's spare time, are far more common among persons of intermediate or high social status than among persons of low social status. (p. 23)	London (1963); Douglah & Moss (1968).

A nationwide survey of adults conducted by the American Institute of Public Opinion (Morgan, Holmes, and Bundy, 1976) sought to determine their interest and participation in adult education programs. Among the findings of the survey were the following: (1) the demand for adult education is greater among women than among men; (2) the more education a person has the more interested he/she is in enrolling in adult education courses; and (3) the greatest interest in adult schooling was in the age group 21-29 years.

Barriers To Participation In Vocational Education

A review of the literature related to recruitment practices in vocational education reveals that far more attention has been placed on the positive aspects related to recruitment (i.e. motives for participation) rather than the negative considerations (i.e. recruitment barriers). To get an accurate picture of recruitment problems, both barriers and motives must be examined. Unfortunately, recruitment barriers have often been studied by means in which external environmental barriers have overshadowed psychological barriers (i.e., barriers related to self-confidence of the individual, his/her level of aspiration, and his/her attitude toward adult education). The results of such research lead one to believe that most of the individuals not participating in adult education are nonetheless highly motivated to avail themselves of the opportunities provided, but they are prevented from doing so by external factors (Rubenson, 1977).

The barriers that deter adults from participating in organized learning activities can be categorized under three headings: (1) situational; (2) dispositional; and (3) institutional (Cross, 1977). Situational barriers include such things as home responsibilities, lack of child care, lack of money, or transportation problems. Dispositional barriers

are those which relate to how adults perceive themselves as learners. For example, many high school dropouts are not interested in adult education due to their lack of confidence in their ability to succeed. Institutional barriers are those practices and procedures that exclude or discourage working adults from participating in educational activities such as inconvenient schedules or locations.

Numerous research activities have sought to identify barriers to participation in adult education. Simcoe (1979) conducted a study to identify barriers that have prevented large numbers of disadvantaged youth from attaining access to vocational education and to identify specific program elements associated with successful recruitment and vocational training of the educationally disadvantaged. Data were collected through a mailed survey and personal interviews with vocational administrators. Findings indicated that the two main barriers to equal access and program completion were inadequate guidance and informational services and inadequate financial resources to support appropriate programs for the disadvantaged. Responses to personal interviews suggested that vocational educators regarded disadvantaged students as high risk applicants and when forced to make priority selections, tend to admit better qualified applicants.

Farning, Wagner, and Lambert (1976) surveyed a sample of potential postsecondary students drawn from four Wisconsin vocational districts to obtain an identifiable set of barriers and deterents which impede potential students from actually attending vocational-technical programs. Two of the greatest barriers to enrollment identified were "postponed plans to the future" (29 percent), and "decided not to attend at the time" (22 percent). The third greatest barrier, "needed to earn money to support self or family", was a reason given by one-quarter of the respondents.

The most significant reasons for not attending given by those who had only a part-time job were (1) postponed plans, (2) needed to earn money, (3) lacked financial aid, (4) local programs were not what I wanted, and (5) space was not available. For those who were unemployed, the most significant reasons were (1) lacked financial aid, (2) postponed plans, (3) needed to earn money, (4) space was not available, and (5) local programs were not what I wanted.

A study conducted in Orange county Florida (Florida Department of Education, 1981) indicated that only 13 percent of the respondents felt that institutional barriers kept them from completing educational programs. It was concluded that possibly the reason for high attrition rates may well be beyond the control of the institution. In spite of this, it was still felt that the institution could put more effort into making the students aware of the services they offer.

Educational and personal barriers that contribute to high vocational technical school dropout rates were identified by Lieblong and McLendon (1978) through a survey of postsecondary instructors, counselors, and students. Among the educational needs which impede or prevent students from succeeding in occupational programs were the following: poor reading

skills; difficulty with concentration; difficulty understanding verbal instructions; difficulty with memory; poor study skills; poor educational background/ high school dropout; bothered by loud noises; cannot tolerate a closed space; lack of attention to small details; lack of praise or support from family or school staff; lack of study time; poor coordination; and lack of neatness in work.

The highest ranked personal needs which were found to impede or prevent students from succeeding in occupational training included marital problems or problems with a boyfriend or girlfriend, personal emotional problems, alcohol or drug abuse, student-teacher relationship problems, medical or health problems, family problems such as deaths or frequent arguments, financial problems, transportation problems, and living conditions.

Identifying emerging patterns of educational barriers, exploring the relationships among the barriers, and determining the effect barriers have in influencing the adult learner's participation in education were the objectives of a west central Minnesota study (Marienau and Klinger, 1977). The study used three anthropological field work techniques to collect and analyze data. As a result of the study, five main categories of barriers were identified: access to educational facilities, family responsibilities, finances, time, and motivation. The investigators found that over two-thirds of the participants reported the presence of two or more barriers.

Kumer (1977) conducted a study that included barrier identification and the assessment of educational techniques for handicapped adults. Site visits were made to sixteen vocational districts in Wisconsin to present a survey questionnaire to staff members and to determine their commitment of each district. The survey instrument solicited barrier identification within each of nine designated categories of barriers: (1) attitudinal, (2) accessibility,, (3) pre-employment, (4) employment, (5) post-employment, (6) legal, (7) organizational, (8) professional preparation, and (9) resource barriers.

In the category of attitudinal and emotional barriers, respondents indicated that handicapped students viewed themselves as failures, they were frustrated with their rate of progress in acquiring skills, had little or no knowledge of relevant occupational programs, and indicated a lack of self-confidence. Although accessibility barriers were more controversial, the one item respondents did agree on was the cost of transportation was the most severe barrier in this category. General barriers included lack of knowledge, negative attitudes on the part of non-handicapped persons, competing societal demands, inadequate leadership, architectural barriers, media barriers, and barriers within employment.

Several recent studies have focused on postsecondary students classified as non-returning, the potential students who do not complete registration and those persons "unserved" by area educational institutions.

At Montgomery College (Gell, 1974), a follow-up study indicated that 15 percent of the fall (1970) class did not return for spring. Full-time employment (financial related problems) and personal reasons were most frequently mentioned. Over one-fourth said they would return later.

Selo (1974) studied non-returning students and found that females had a slightly greater tendency not to enroll. A telephone survey revealed that among the 20-25 year olds, the highest ranked reasons for not returning were: found employment (39 percent), transferred to other schools (22 percent), and family responsibilities (17 percent).

Schaumburg (1973) found in a survey of potential students who did not finish registration, that the most frequent reasons were: work and class schedule conflict; attended another school; personal, health or family reasons; moved from state; military service; or money problems. A lack of knowledge about student financial aids was evident.

In summary, situational barriers are mentioned more frequently throughout the literature, than either dispositional or institutional barriers. It is also evident that of all the situational barriers, lack of time and financing education are the two situational barriers mentioned most frequently.

Recruitment Practices

Numerous studies have sought to identify specific recruitment practices that have been used to successfully attract vocational students. Jacobs (1979) examined recruitment practices used by area vocational schools to attract secondary students into vocational programs and found that the most popular recruitment methods used by the local vocational centers were (1) visitations to the school; (2) slide presentations; and (3) summer exploration, career day, and assemblies. When school staff were asked how the average student seems to respond to these recruitment activities, 58 percent indicated a positive response by students. Only 5 percent indicated a negative response.

When staff members in the vocational schools were asked for ideas on how recruitment for vocational education could be more effective, three ideas were mentioned most frequently. These included involving more individuals and parents, more hands-on experiences and career exploration, and more student exposure to vocational schools.

Ellis (1974) conducted a study to ascertain the factors and problems which influence student recruitment in occupational programs in a community college. Perceptions of community college administrators, faculty members, students, and high school students were surveyed. Among the findings reported was that the prominent recruitment practices being used were the following:

1. Counselors use a mobile classroom to conduct recruitment sessions on the local high school campuses.

2. High school students are bused to the campus from the local high school for the annual career fair.

3. Counselors take the mobile classroom to shopping centers in the area to recruit adult students.

4. More than one-hundred thousand copies of the schedule of classes are mailed to local residents.

5. The college operates a speakers bureau to send staff members to local schools on request.

6. High school students are encouraged to take courses at the community college while completing graduation requirements at their local high school.

7. Open house program.

8. Distribution of brochures.

9. Posters with mail-in inquiry cards located throughout the community.

10. Faculty members seek opportunities to make recruitment presentations in local high school classes.

11. Advisory committee activities.

12. News releases to the local newspapers.

Community college administrators made several suggestions concerning how student recruitment could be strengthened.

1. Provide prospective students with honest, realistic information regarding educational opportunities at the community college.

2. Attempt to reach the transient population of the community.

3. Use or increase the use of a mobile recruitment unit.

4. Conduct an outreach program among the ethnic minority groups of the community.

The Georgia State Department of Education (1980) identified eleven recruitment strategies that can help the adult population explore and expand career options.

1. Use women's organizations and other community groups to carry out seminars and conferences to develop awareness of sex bias and sex-role stereotyping and present ways which vocational training can benefit women.

2. Advertise in local newspapers adult learning programs; state and picture that all programs are open to either sex.

3. Provide employment services to assist the mid-career changer.

4. Plan specific vocational workshops which are designed to help displaced homemakers, handicapped, etc., to become aware of the variety of vocational options available and the socioeconomic impact of their choices. Financial assistance, a career information network, and counseling services which help in making the transition to vocational training are all important aspects of a program to attract special adult populations.

5. An adult reentry center which includes college and community resource representatives should be started. A one-stop adult services center (testing - GED, CLEP - department tests and CETA, AFDC, Vocational Rehabiliation, Mental Health).

6. Colored cards printed with catchy phrases (Looking for an occupation?) and followed by a phone number at the college. Cards would be distributed in public places like supermarkets, laundromats, or shopping centers.

7. Mass mailing of informational flyers piggy-backed with local utility bills.

8. An answering service for night hours on a vocational information center switchboard.

9. Rip-off, mail-back postcards on bulletin boards in public places.

10. Vocational and aptitude testing services offered to the public.

11. Job wanted ads.

Winkfield (1980) in a manual designed for those who are responsible for recruiting and counseling disadvantaged youth who have terminated their education before graduation describes recruitment

strategies that have been successful with disadvantaged, unemployed, and out-of-school youth. Four major areas of recruitment practices are identified including (1) referrals, (2) mass media, (3) decentralized efforts, and (4) social prestige.

Summary

The purpose of this review was to present an overview of the material which is related to student recruitment in postsecondary vocational education and the barriers which prevent students from enrolling in and completing postsecondary vocational education programs. After reviewing the literature, it becomes obvious that the demand for adult learning opportunities has increased dramatically in the last few years. This increase had been particularly profound in the under 30 age group. Interest and participation in organized educational activities starts to decline in the 30's and drops off sharply after age 55.

The percentage of whites who participate in adult education is almost twice that of blacks. Also, it has been shown consistently that educational attainment is related to the interest, motivations, and participation of adult learners. Other factors found to influence participation in postsecondary education were peer groups, teachers, and parents; perceived utility of postsecondary education; and feelings of academic self-worth.

The barriers that deter adults from participating in organized learning activites can be categorized under three headings; (1) situational, (2) dispositional, and (3) institutional. Situational barriers are mentioned more frequently throughout the literature than either dispositional of institutional barriers. Of all the situational barriers, lack of time and financing education were the two situational barriers mentioned most frequently.

Recruitment practices in vocational education are numerous and varied. It has been shown that the three most popular methods used by area vocational schools are: (1) visitations to feeder schools; (2) slide presentations; and (3) summer exploration programs, career days, and assemblies.

CHAPTER III

RESEARCH PROCEDURE

This chapter reports the research procedures employed to accomplish the major purpose and objectives of the study and is divided into the following sections: (1) population and sample investigated; (2) instrumentation; (3) data collection procedures; and (4) statistical analysis.

Population and Sample

The population for this study consisted of ten area vocational schools identified as having recruitment programs that have been successful in attracting disadvantaged, unemployed, underemployed, and out-of-school youth and adults. A list of all twenty-eight area vocational-technical schools was obtained from the State Department of Education, Division of Vocational Education. From this list, vocational administrators within each of the five regions were asked to identify two area vocational schools in their region which were exemplary in terms of successful recruiting practices. This purposive sampling technique provided the ten schools that were used as the sample for objective one in this study. The population for objective two consisted of students who had dropped out of the ten area vocational schools and students who had dropped out and returned to the school. A random sample of ten dropouts and ten re-enrollees were selected from each school.

To accomplish objective three, a list of all faculty and professional staff was obtained from each of the ten schools. From this list of 717 faculty and staff members, a stratified random sample was selected using a table of random numbers. The total sample size was determined to be 260 based on a recommended sample selection table (Yamane, 1967).

Instrumentation

Based on the review of literature, three instruments were developed to aid the researchers in collecting data relative to each objective. Objective one, identification of recruitment practices which have been successfully used to attract out-of-school youth to vocational programs, was measured by developing a thirty-five item questionnaire (Appendix A). The instrument was divided into six major topical areas. The instrument used a modified Likert scale to determine the degree of utilization and the degree of success for each recruitment practice listed. Content validity for the instrument was established through on-site interviews with three area vocational school directors who were asked to review the instrument and make appropriate additions or deletions to the list. Directors who helped to establish content validity for the instrument were not included in the study.

Objective two, to identify students who have re-enrolled in vocational training programs and compare their perceptions of program barriers with students who exited prior to program completion and did not return,

was measured via a telephone survey instrument (Appendix B). Based on the review of literature, a comprehensive list of program barriers was compiled. Each variable on the list was classified as a situational, institutional, or dispositional barrier, thus allowing the researchers to develop subcategories of variables within the instrument.

This list served as the basis for the development of an interview schedule. Appropriateness of the questions was determined by pilot testing the preliminary instrument on twenty students from a nearby area vocational school. These students involved in the pilot test were not part of the original sample for the study. Based on the results of the pilot test, the final instrument was refined and developed.

Objective three, to describe perceived barriers related to student recruitment and retention identified by teachers, counselors and administrators of area vocational programs, was measured by devloping a fifty-item questionnaire (Appendix C). Recruitment barriers, identified through related literature, and used in development of the instrument for measuring objective two, were refined into a format to allow teachers, administrators, and guidance counselors to respond. Responses were gathered on a Likert scale, with one open ended question which allowed respondents to identify other significant program barriers. Content validity for the instrument was established by pilot testing the instrument in a nearby area vocational school which was not a part of the sample for the study. The final instrument was revised and refined based on the results of the pilot testing. A reliability test on the instrument yielded a reliability coefficient of .92.

Data Collection

Data for this study were collected from September 1, 1981 to February 15, 1982. The data for objective one were collected using the interview schedule described earlier (Appendix A). Visiting schedules were arranged and each area vocational school was visited. At each visit, the director was interviewed at length to determine recruitment practices that were currently being used in that school. Although the interview questionnaire was used to standardize the format of the interview, each school representative was encouraged to discuss other innovative recruitment practices currently being used. Each interview lasted approximately one hour, and at each school a researcher conducted the interview personally.

The data for objective two were gathered via a telephone survey. Each school participating in the study was asked to supply a list of twenty students who could be contacted by telephone. School officials were asked to randomly select from their files ten students who had dropped out of the area vocational school, and ten students who had dropped out and returned to the area vocational school at a later date. Each school complied a list, thus enabling the researchers to compile a list of approximately two hundred names to be used in the telephone interview. Using the survey instrument described earlier, the researchers trained a group of six interviewers to conduct telephone surveys. Each

of the interviewers was female, between twenty-one and twenty-seven years of age. In addition, all of the interviews were conducted during the week between the hours of 6:00 P.M. and 9:00 P.M.. All interviews were conducted from the offices of the Department of Agricultural and Extension Education, University of Florida. The researchers were present at all times during the interview process. One hundred and sixty six (83 percent) telephone contacts were made.

The data for objective three were collected by means of a mail survey (Appendix C). Each school participating in the study was asked to supply a complete list of all faculty and administrators currently involved in vocational programming. This request yielded a total list of 717 names. From this list a stratified random sample of 260 faculty and administrators was drawn. The sample was stratified on the basis of the percent of the total population that each school staff represented. The initial mailing to all two hundred and sixty faculty members was followed-up closely with a second mailing to all non-respondents. Of the two hundred and sixty faculty members originally surveyed two hundred and twenty responses (84.6 percent) were elicited with the two mailings. No attempt was made to follow up the 40 non-respondents.

Data Analysis

Objective one, identification of recruitment practices which have been used successfully to attract out-of-school youth to vocational programs, was measured by developing a thirty-five item questionnaire. The instrument used a modified Likert scale to determine the degree of utilization and the degree of success for each recruitment practice listed. Data pertaining to objective one were analyzed by determining the mean response for each recruitment practice listed. The mean responses were then ranked from high to low to indicate those used most frequently and most successfully.

Objective two, to identify students who have re-enrolled in vocational training program and compare their perceptions of program barriers with students who exited prior to program completion and did not return, was measured via a telephone survey instrument. The data for objective two were analyzed by using summary statistics to determine the frequency of response to each question asked on the telphone survey instrument. Individual questions were grouped under the titles of institutional, dispositional, or situational barriers, and each of the questions within the groups were ranked from high to low, based on frequency of response.

In addition, mean scores for both dropouts and returnees were calculated for each major group (institutional, dispositional, situational) of questions to which they responded. The data were subjected to a t test to determine if significant differences existed between the way dropouts and returnees responded to the questions.

Objective three, to describe perceived barriers related to student recruitment and retention identified by administrators, teachers, and counselors, was measured by developing a fifty item questionnaire. Individual

questions on the questionnaire were grouped under the titles of institutional, dispositional,or situational barriers. Mean scores for each group of barriers by respondent category (administrators, teacher, counselor) were calculated. To determine if any significant differences exicted in the way each of the three faculty groups responded to each of the three barrier groups, the data were subjected to a one-way ANOVA. Those means found to be significantly different were followed-up with the Duncan's Multiple Range Test.

Data generated by this study were analyzed using the research computer center facilities of the University of Florida and the Statistical Analysis System (S.A.S.) computer program.

Chapter IV

PRESENTATION AND ANALYSIS OF DATA

This chapter is divided into three major sections, each of which addresses one of the three major objectives in the study. Section one presents data that identifies successful recruitment practices in area vocational schools as perceived by school directors. Additionally, data pertaining to the degree of utilization for the various recruitment practices are presented. Section two presents data that compare the perceptions of program barriers for students who re-enrolled in vocational training programs with students who exited prior to completion. The final section summarizes data that describe barriers related to student recruitment and retention that were identified by administrators, teachers, and counselors in area vocational schools.

Objective One

Objective one was designed to identify and describe recruitment practices that have been successfully used in Florida area vocational schools. Administrators responded to each recruitment practice on a four-point Likert scale with numerical values assigned to all possible responses as follows: 1 - no success; 2 - very little success; 3 - some success; and 4 - very much success. Data pertaining to objective one were anlyzed by determining the mean response for each recruitment practice examined. Table I presents a summary of the recruitment practices ranked by means. The highest ranked recruitment practice by area vocational school directors was "encouraging high school students to take courses while completing graduation requirements at their high school." All of the directors surveyed indicated that they had experienced "very much success" with this recruitment practice.

"Advertising programs in local newspapers" was the second highest ranked recruitment practice followed by "personal contacts with prospective students made by past and present students" and "mass mailings of the school class schedule to prospective students." Also included in the ten most successful practices were:

1. Utilization of special displays emphasizing the success of students who completed vocational programs.

2. Recruitment through community organizations dealing with special target groups.

3. Advertisements or flyers sent to parents.

4. Development of slide-tape presentations for distribution throughout the region.

5. Participation in recruitment programs conducted by high schools.

TABLE I

RANK ORDER OF PERCEPTIONS OF DIRECTORS REGARDING THE SUCCESS OF RECRUITMENT PRACTICES

RECRUITMENT PRACTICE	N	$\bar{X}$	RANK
Encouraging high school students to take courses while completing graduation requirements at their high school.	10	4.00	1
Advertising programs in local newspapers.	8	3.87	2
Personal contacts with prospective students made by past and present students.	10	3.80	3
Mass mailings of the school schedule to prospective students.	7	3.71	4
Utilization of special displays emphasizing the success of students who completed vocational programs (personal interviews on tapes and slides).	6	3.66	5
Recruit through community organizations dealing with special target groups.	10	3.60	6
Advertisements or flyers sent to parents.	5	3.60	6
Development of slide tape presentations for distribution throughout the region.	9	3.55	8
Participation in recruitment programs conducted by high schools.	10	3.50	9
Providing tours of vocational programs for prospective students.	10	3.50	9
Utilization of local radio and T.V. stations to place free public service announcements about a particular school training program.	9	3.44	11
Visits to feeder schools made by vocational school staff and students.	10	3.40	12
Personal phone calls made by staff to prospective students.	10	3.30	13
Utilization of display booths at state fairs, exhibitions, malls, etc.	10	3.30	13
Instructors and counselors speaking to groups, schools, or organizations representing special target groups.	10	3.30	13

TABLE I (continued)

RECRUITMENT PRACTICE	N	$\bar{X}$	RANK
Utilizing advisory committee activities in the recruitment effort.	10	3.30	13
Use of open houses.	10	3.10	17
Use of an answering service for night hours to provide vocational information.	2	3.00	18
Personal contacts made during home visits.	3	3.00	20
Preparing and providing information packets for counselors in secondary feeder schools about vocational programs.	5	3.00	20
Mass mailings of informational flyers inserted with local utility bills or bank statements.	3	3.00	20
Student referrals made by guidance counselors or schools.	10	2.90	22
Use of an admission-inquiry follow-up to check on potential students.	8	2.87	23
Utilization of posters with mail-in inquity cards located throughout the community.	7	2.85	24
Providing employment services and counseling to mid-career changers	7	2.85	24
Producing and displaying posters promoting vocational programs in counseling areas, student union, cafeterias, etc.	6	2.83	26
Purchasing of local radio and T.V. announcements.	5	2.80	27
Utilization of printed cards with program information followed by the school phone number distributed in supermarkets, laundromats, shopping centers, etc.	5	2.80	27
Teachers supply a list of potential students to be contacted by departmental staff.	4	2.75	29
Use of career fairs.	8	2.75	29

TABLE I (continued)

RECRUITMENT PRACTICE	N	X	RANK
Establishing a liason with local apprenticeship councils to recruit students for vocational programs leading to apprenticeships.	7	2.57	31
Providing vocational aptitude testing to the public.	7	2.57	31
Utilization of mobile classrooms in schools, shopping centers, etc.	2	2.50	33
Distribution of a newsletter throughout the community.	6	2.50	33
Utilizing students who are paid by the school to carry out recruitment activities.	1	1.00	35

6. Providing tours of vocational programs for prospective students.

In addition to inquiring about the degree of success for each identified recruitment practice, each director was asked to rate the degree to which his/her school was utilizing each recruitment practice. Directors responded to each item on a four-point Likert scale with numerical values assigned to all possible responses as follows: 1 - no utilization; 2 - very little utilization; 3 - some utilization; and 4 - very much utilization. These data are summarized in Table II.

According to the directors surveyed, the most utilized recruitment practice was the "utilization of display booths at fairs, exhibitions, malls, etc." It is interesting to note that the most utilized recruitment practice is not among the ten most successful recruitment practices. "Utilization of display booths at fairs, exhibitions, malls, etc." ranked thirteen on the success list.

"Personal contacts with prospective students made by past and present students" and the "development of slide presentations for distribution throughout the region" tied as the second most utilized recruitment practice. Also included in the ten recruitment practices that are utilized the most were:

1. Visits to feeder schools made by vocational school staff and students.
2. Recruit through community organizations dealing with special target groups.
3. Instructors and counselors speaking to groups, schools, or organizations representing special target groups.
4. Participation in recruitment programs conducted by high schools.
5. Providing tours of vocational programs for prospective students.
6. Advertising in local newspapers.
7. Use of open houses.

A comparison of the ranks for each recruitment practice relative to utilization and success is presented in Table III.

Other Recruitment Practices

In addition to asking school directors to evaluate the identified recruitment practices, they were asked to identify other recruitment practices that have been particularly successful in the area vocational schools. The following is a list of recruitment practices/ideas that

TABLE II

RANK ORDER OF PERCEPTIONS OF DIRECTORS REGARDING THE UTILIZATION OF RECRUITMENT PRACTICES

RECRUITMENT PRACTICE	N	$\bar{X}$	RANK
Utilization of display booths at state fairs, exhibitions, malls, etc.	10	4.00	1
Personal contacts with prospective students made by past and present students.	10	3.90	2
Development of slide tape presentations for distribution throughout the region.	10	3.90	2
Visits to feeder schools made by vocational school staff and students.	10	3.80	4
Recruit through community organizations dealing with special target groups.	10	3.70	5
Instructors and counselors speaking to groups, schools, or organizations representing special target groups.	10	3.70	5
Participation in recruitment programs conducted by high schools.	10	3.60	7
Providing tours of vocational programs for prospective students.	10	3.60	7
Advertising programs in local newspapers.	9	3.55	9
Use of open houses.	10	3.40	10
Encouraging high school students to take courses while completing graduation requirements at their high school.	10	3.20	11
Utilizing advisory committee activities in the recruitment effort.	10	3.20	11
Use of career fairs.	10	3.00	13
Use of an admission-inquiry follow-up to check on potential students.	10	2.90	15
Utilization of local radio and T.V. stations to place free public service announcements about a particular school training program.	10	2.90	15

TABLE II (continued)

RECRUITMENT PRACTICE	N	X	RANK
Mass mailings of the school schedule to prospective students.	10	2.90	15
Personal phone calls made by staff to prospective students.	10	2.80	17
Student referrals made by guidance counselors or schools.	10	2.80	17
Utilization of posters with mail-in inquity cards located throughout the community.	10	2.60	19
Preparing and providing information packets for counselors in secondary feeder schools about vocational programs.	10	2.40	20
Providing employment services and counseling to mid-career changers.	10	2.40	20
Utilization of special displays emphasizing the success of students who completed vocational programs (personal interviews on tapes and slides).	10	2.30	23
Distribution of a newsletter throughout the community.	10	2.30	23
Producing and displaying posters promoting vocational programs in counseling areas, student union, cafeterias, etc.	10	2.30	23
Utilization of printed cards with program information followed by the school phone number distributed in super markets, laundromats, shopping centers, etc.	10	2.20	25
Establishing a liason with local apprenticeship councils to recruit students for vocational programs leading to apprenticeships.	10	2.10	26
Providing vocational aptitude testing to the public.	10	2.10	26
Advertisements or flyers sent to parents.	10	1.90	28
Purchasing of local radio and T.V. announcements.	10	1.80	29

TABLE II (continued)

RECRUITMENT PRACTICE	N	X	RANK
Utilization of mobile classrooms in schools, shopping centers, etc.	10	1.60	30
Mass mailings of informational flyers, inserted with local utility bills or bank statements.	10	1.60	30
Use of an answering service for night hours to provide vocational information.	10	1.50	32
Personal contacts made during home visits.	10	1.40	33
Teachers supply a list of potential students to be contacted by departmental staff.	10	1.40	33
Utilizing students who are paid by the school to carry out recruitment activities.	10	1.00	35

TABLE III

COMPARISON OF PERCEPTIONS OF DIRECTORS REGARDING THE SUCCESS AND UTILIZATION OF RECRUITMENT PRACTICES.

RECRUITMENT PRACTICES	SUCCESS N	SUCCESS MEAN	SUCCESS RANK	UTILIZATION N	UTILIZATION MEAN	UTILIZATION RANK
1. Personal contacts						
a. Use of an answering service for night hours to provide vocational information.	2	3.00	18	10	1.50	32
b. Personal contacts made during home visits.	3	3.00	19	10	1.40	33
c. Use of an admission-inquiry follow-up to check on potential students.	8	2.87	23	10	2.90	14
d. Personal contacts with prospective students made by past and present students.	10	3.80	3	10	3.90	2
e. Personal phone calls made by staff to prospective students.	10	3.30	13	10	2.80	17
2. Display						
a. Utilization of display booths at stafe fairs, exhibitions, malls, etc.	10	3.30	14	10	4.00	1
b. Development of slide tape presentations for distribution throughout the region.	9	3.55	8	10	3.90	3
c. Utilization of mobile classrooms in schools, shopping centers, etc.	2	2.50	33	10	1.60	30
d. Utilization of special displays emphasizing the success of students who completed vocational programs (personal interviews on tapes and slides).	6	3.66	5	10	2.30	22
3. School Personal and Local Organization						
a. Establishing a liason with local apprenticeship councils to recruit students for vocational programs leading to apprenticeships.	7	2.57	31	10	2.10	26

TABLE III (continued)

RECRUITMENT PRACTICES	SUCCESS N	SUCCESS MEAN	SUCCESS RANK	UTILIZATION N	UTILIZATION MEAN	UTILIZATION RANK
b. Visits to feeder schools made by vocational school staff and students.	10	3.40	12	10	3.80	4
c. Recruit through community organizations dealing with special target groups.	10	3.60	6	10	3.70	5
d. Teachers supply a list of potential students to be contacted by departmental staff.	4	2.75	29	10	1.40	34
e. Student referrals made by guidance counselors or schools.	10	2.90	22	10	2.80	18
f. Instructors and counselors speaking to groups, schools, or organizations representing special target groups.	10	3.30	15	10	3.70	6
g. Use of career fairs.	8	2.75	30	10	3.00	13
h. Use of open houses.	10	3.10	17	10	3.40	10
4. Media						
a. Utilization of local radio and T.V. stations to place free public service announcements about a particular school training program.	9	3.44	11	10	2.90	15
b. Purchasing of local radio and T.V. announcements.	5	2.80	27	10	1.80	29
c. Distribution of a newsletter throughout the community.	6	2.50	34	10	2.30	23
d. Preparing and providing information packets for counselors in secondary feeder schools about vocational programs.	5	3.00	20	10	2.40	20
e. Advertising programs in local newspapers.	8	3.87	2	9	3.55	9
f. Utilization of printed cards with program information followed by the school phone number distributed in super markets, laundromats, shopping centers, etc.	5	2.80	28	10	2.20	25

TABLE III (continued)

RECRUITMENT PRACTICES	SUCCESS N	SUCCESS MEAN	SUCCESS RANK	UTILIZATION N	UTILIZATION MEAN	UTILIZATION RANK
g. Mass mailings of informational flyers, inserted with local utility bills or bank statements.	3	3.00	21	10	1.60	31
h. Advertisements or flyers sent to parents.	5	3.60	7	10	1.90	28
i. Mass mailings of the school schedule to prospective students.	7	3.71	4	10	2.90	16
j. Utilization of posters with mail-in inquity cards located throughout the community.	7	2.85	24	10	2.60	19
k. Producing and displaying posters promoting vocational programs in counseling areas, student union, cafeterias, etc.	6	2.83	26	10	2.30	24
5. Miscellaneous Activities						
a. Utilizing students who are paid by the school to carry out recruitment activities.	1	1.00	35	10	1.00	35
b. Participation in recruitment programs conducted by high schools.	10	3.50	9	10	3.60	7
c. Providing employment services and counseling to mid-career changers.	7	2.85	25	10	2.40	21
d. Providing vocational aptitude testing to the public.	7	2.57	32	10	2.10	27
e. Providing tours of vocational programs for prospective students.	10	3.50	10	10	3.60	8
f. Encouraging high school students to take courses while completing graduation requirements at their high school.	10	4.00	1	10	3.20	11
g. Utilizing advisory committee activities in the recruitment effort.	10	3.30	16	10	3.20	12

were identified by the directors.

1. Encouraging the public to use the school facility as a meeting place to get exposure.

2. Panel of advisory committee members put on an annual program for counselors and principals throughout the area.

3. Established a vocational committee in the Chamber of Commerce.

4. Recruit through vocational student organizations.

5. Take a piece of equipment (i.e. memory typewriter) to the high school and demonstrate its use along with typing a letter to each student's parents.

6. Designation of a staff person to be specifically responsible for recruitment.

7. Establishment of a minority recruiter.

8. Designation of the last day of school before Christmas as family day and bring all family members on campus.

9. Designation of the last day in June as alumni day and bring alumni in to share success stores.

10. Obtain a monthly list of high school dropouts and write them to offer a 3-month scholarship to the school.

11. Offering scholarships to high school graduates and to all who pass the GED.

12. Sending letters to businesses, community clubs, and program advisory committees giving them a scholarship to award to any student they might select.

13. Utilizing program-based budgeting.

14. Establishment of a "SWAT" team to provide immediate response to business and industry training needs.

15. Establishment of brochure rack in each area high school.

16. Establishing recruitment as part of the written job responsibility of every staff member.

17. Watching for divorces and separations and calling to offer job re-entry training.

18. Housing the professional library for teachers in the vocational school.

19. Offering a course for parents titled "How to Help Your Child Select a Career."

20. Utilizing bumper stickers to promote various programs.

21. Direct hiring of students through the school by area employers.

22. Billboards on the highways in the area.

23. Referal of job applicants by companies who believe an applicant is not qualified for a job.

Objective Two

Objective two was designed to identify students who re-enrolled vocational education programs and compare their perception of progra barriers with those students who had exited prior to program comple Respondents were interviewed via a telephone survey. Each particip asked a series of questions to determine why they left a particular tional program. Participants had the opportunity to answer yes, in that a particular question identified a barrier which contributed to leaving, or to indicate that the question did not apply. Data for obje tive two were analyzed by using descriptive statistics to determine the frequency of response to each question asked on the telephone survey instrument. Individual questions were grouped under the categories of institutional, dispositional, or situational barriers. Each of the questions within the groups were ranked from highest to lowest, based on frequency of response. The results are reported in Tables IV through VI.

The data in Table IV suggests that there are 107 positive responses to questions which fell under the heading of institutional barriers, i.e. institutional practices or procedures that discourage working adults from participating in educational activities. The questions: needed more guidance, believed courses were not suitable quality, and lacked information about employment possibilities received the largest number of responses.

The data in Table V indicates a total of 178 positive responses to questions related to dispositional barriers i.e. those barriers which relate to how adults perceive themselves as learners. The questions: postponed plans temporarily, decided to attend another school, and age difference from other students accounted for 38.7 percent of the total responses.

TABLE IV

RANK ORDER OF INSTITUTIONAL BARRIERS BY
FREQUENCY OF RESPONSE BY
DROPOUTS AND RETURNEES

Institutional Variables	Dropouts N	Dropouts Percent	Returnees N	Returnees Percent	Total N	Total Percent
Needed more guidance	12	75.0	4	25.0	16	100
Believed courses were not of suitable quality	10	71.4	4	28.6	14	100
Lacked information about employment possibilities	9	75.0	3	25.0	12	100
Courses were too difficult	5	55.5	4	44.5	9	100
Courses were not available	6	66.6	3	33.4	9	100
Credits were not transferable	8	100.0	0	00.0	8	100
Enrollment space was not available	5	71.4	2	28 6	7	100
Needed remedial instruction	5	83.3	1	16.7	6	100
Admission procedures were too difficult	0	1:0	2	100.0	2	100
Other	15	62.5	9	37.5	24	100
TOTAL	75	70.0	32	30.0	107	100

TABLE V

RANK ORDER OF DISPOSITIONAL BARRIERS BY
FREQUENCY OF RESPONSES BY
DROPOUTS AND RETURNEES

Dispositional Variables	Dropouts N	Dropouts Percent	Returnees N	Returnees Percent	Total N	Total Percent
Postponed plans temporarily	23	54.7	19	45.3	42	100
Decided to attend another school	12	80.0	3	20.0	15	100
Age difference	9	69.2	4	30.3	13	100
Decided present job was satisfactory	10	83.3	2	16.7	12	100
Believed you were not prepared enough	5	62.5	3	37.5	8	100
Decided to enter military	6	85.7	1	14.3	7	100
Afraid you would not do well	4	66.6	2	33.4	6	100
Decided to get married	4	80.0	1	20.0	5	100
Family was not supportive	3	60.0	2	40.0	3	100
Felt prejudice in the program	4	80.0	1	20.0	5	100
Could not accept responsibility	2	66.6	1	33.4	3	100
Decided you had completed a similar program	3	100.0	0	0.0	3	100
Other	25	46.3	29	53.8	54	100
TOTAL	110	61.7	68	38.3	178	100

The data in Table VI illustrate that there were a total of 182 responses to questions which fell under the category of situational barriers, i.e. barriers which include such things as lack of child care, lack of money, and transportation problems. Fifty-one percent of the responses were distributed among the first five questions, with the barrier needed financial aid to stay in the program receiving the largest number of positive responses.

In addition, each of the three barrier categories (institutional, dispositional, and situational) contained a single question which provided the respondent with the opportunity to suggest other reasons, that influenced their decision to leave school. While the answers added insight, depth, and variety to the problem, they yielded no new data, and were classified under one of the three major categories. The data in Table VII indicate a total of 108 responses were received to the question "other". This represented approximately 23 percent of the total responses given under the three major headings.

Table VIII provides a ranked list of the ten barriers perceived by respondents as having the greatest impact on their decisions to "drop out" of school.

To determine if any differences existed between the way dropouts and returnees responded to the questionnaire, the data were subjected to a t test to determine if significant differences existed between the mean scores of dropouts and returnees. Means for both dropouts and returnees were calculated for each category of barrier (institutional, dispositional, and situational).

Data in Table IX indicates that significant differences existed between the mean scores of dropouts and returnees, t (164) = 2.04, $p < .5$, on the category of barriers labeled institutional. However, no significant differences existed between the mean scores of dropouts and returnees for dispositional barriers, t (164) = .566, $p > .05$, or situational barriers, t (164) = .419, $p > .05$.

In addition to gathering data from all respondents about the major variables of interest, additional data were gathered from those respondents in the sample who left the school, but who had returned to a vocational program at a later date. The additional data were to determine what factors influenced the respondent to return to school. Questions were grouped under four major headings: personal contacts, displays/slide tape presentations, media,and miscellaneous. Of the 166 people in the sample, 67 had dropped out and later returned to the program. These additional data are summarized and presented in Table X.

TABLE VI

RANK ORDER OF SITUATIONAL BARRIERS BY FREQUENCY OF RESPONSES BY DROPOUTS AND RETURNEES

Situational Variables	Dropouts N	Dropouts Percent	Returnees N	Returnees Percent	Total N	Total Percent
Needed financial aid to stay in the program	15	65.2	8	34.8	23	100
Needed at home	7	36.8	12	63.2	19	100
Could not fit part-time job around school	10	55.5	8	44.5	18	100
Transportation was a problem	10	58.8	7	41.2	17	100
Health problems	9	52.9	8	47.1	17	100
Could not attend class regularly	9	60.0	6	40.0	15	100
Physical handicap	5	41.6	7	58.4	12	100
School was too far away	9	90.0	1	10.0	10	100
Needed child care services	3	37.5	5	62.5	8	100
Tuition too high	6	75.0	2	25.0	5	100
School located in unsafe area	3	60.0	2	40.0	5	100
Other	17	56.6	13	43.3	30	100
TOTAL	102	56.3	79	43.7	181	100

TABLE VII

NUMBER AND PERCENT OF TOTAL RESPONSES AND "OTHER" RESPONSES BY INSTITUTIONAL, DISPOSITIONAL, AND SITUATIONAL BARRIERS

Variables	Total Responses N	Total Responses Percent	Other Responses N	Other Responses Percent
Institutional	107	22.9	24	22.4
Dispositional	178	38.2	54	50.0
Situational	182	38.9	30	27.6
TOTAL	467	100.0	108	100.0

TABLE VIII

RANK ORDER OF THE TEN BARRIERS HAVING THE GREATEST IMPACT ON RESPONDENTS DECISION TO "DROP OUT" OF SCHOOL

Barriers	N	Rank
Postponed plans temporarily (D)	42	1
Needed financial aid (S)	23	2
Needed at home (S)	19	3
Could not fit part-time job around school (S)	18	4
Transportation was a problem (S)	17	5
Health problems (S)	17	6
Needed more guidance (I)	16	7
Decided to attend another school (D)	15	8
Could not attend class regularly (S)	15	9
Believed courses were not suitable quality (I)	14	10
TOTAL	196	

TABLE IX

t - TESTS OF MEANS OF DROPOUTS AND RETURNEES BY MAJOR BARRIER CATEGORY

Barrier Category	N	Mean	SD	t
Institutional				
Dropouts	99	.075	.094	2.04[a]
Returnees	67	.047	.072	
Dispositional				
Dropouts	99	.085	.089	.566[b]
Returnees	67	.078	.071	
Situational				
Dropouts	99	.101	.187	.419[b]
Returnees	67	.089	.148	

a = $p < .05$

b = $p > .05$

TABLE X

RECRUITMENT BARRIERS THAT INFLUENCED "DROPOUTS" TO RETURN TO SCHOOL AT A LATER DATE

Practice	Total Returnees Responding N	Total Responses By Practice N	Percent Total Returnees Interviewed Percent
Personal	67	20	29.8
Display/Slide Tape Presentation	67	0	0
Media	67	10	14.9
Miscellaneous	67	8	11.9
TOTAL	67	38	56.7

Objective Three

Objective three was designed to describe barriers related to student recruitment and retention that were identified by vocational administrators, teachers, and counselors. A total of 220 administrators, teachers, and counselors responded to a 50-item questionnaire. The items were responded to on a 4-point Likert scale with numerical values assigned for all possible responses as follows: 1 - no influence; 2 - minor influence; 3 - moderate influence; and 4 - strong influence. In addition, one open ended question allowed respondents to identify other program barriers not listed on the questionnaire. The data in Table XI shows the mean scores for each question by respondent category. From the data presented, it is apparent that those barriers perceived by the total group of respondents as having the greatest impact on whether or not a student leaves school are: (1) a need for financial aid on the part of the student; and (2) the fact that the students cannot or will not attend class regularly. Conversely, the data reveals that those barriers perceived as having the least impact were (1) students perceiving the school to be unsafe; (2) racial prejudice felt by the students; and (3) unavailability of remedial instruction.

As in objective two, individual questions on the questionnaire were grouped according to institutional, dispositional, or situational barriers. Mean scores for each group of barriers, by respondent category (administrators, teachers, counselors) were calculated. Table XII presents the mean scores for each group of barriers by faculty group. The mean score for institutional barriers by administrators was 1.96, for teachers was 1.80, and for counselors was 1.82. The mean score on dispositional barriers for administrators was 2.29, for teachers was 2.11, and for counselors was 2.09. The mean score on situational barriers for administrators was 2.39, for teachers was 2.18, and for counselors was 1.88.

To determine if differences existed in the way each of the three groups responded to each of the three barrier categories, the data were subjected to a one-way analysis of variance. For each analysis, recruitment barrier groups served as the dependent variable and faculty groups served as levls of the independent variable. The data in Table XIII provides an F value for the main effects of the three levels of the independent variable (faculty group) by institutional barriers.

The calculated F value of 1.45 did not surpass the critical value needed for significance at the .05 level. Therefore, the data did not support the idea of significant differences in the way administrators, teachers, and counselors responded to the group of questions call institutional barriers. The data in Table XIV provides an F value for the main effects of the independent variable (faculty groups) by dispositional barriers.

The calculated F value of 2.51 did not surpass the critical value needed for significance at the .05 level. Therefore, the data did not support the idea of significant differences in the way administrators, teachers, and counselors responded to the group of questions labeled as dispositional barriers.

TABLE XI

NUMBER AND MEAN SCORES FOR EACH QUESTION
BY RESPONDENT CATEGORY

QUESTIONS	ALL RESPONDENTS N	ALL RESPONDENTS MEAN	ADMINISTRATORS N	ADMINISTRATORS MEAN	TEACHERS N	TEACHERS MEAN	COUNSELORS N	COUNSELORS MEAN
1. Courses desired by students are not available.	214	1.80	36	2.22	167	1.70	10	2.20
2. Enrollment space is not available.	214	1.99	36	2.41	168	1.88	9	2.22
3. Credits from other schools are not transferable.	214	1.64	36	1.55	170	1.64	7	2.00
4. Courses are not deemed of desirable quality for the student to complete.	213	1.79	36	2.02	167	1.76	9	1.66
5. Admission procedures are too difficult for students to complete.	213	1.52	36	1.61	166	1.51	10	1.40
6. Students decide their present job is satisfactory.	215	2.41	36	2.50	168	2.38	10	2.50
7. There is fear of not doing well on the part of the students.	217	2.06	36	2.22	170	2.00	10	2.40
8. Students have already completed similar type of training program.	217	1.67	36	1.72	170	1.67	10	1.70
9. Students cannot accept the responsibility associated with the program.	216	2.79	36	2.77	169	2.79	10	2.90
10. Students family is not supportive.	216	2.33	36	2.44	169	232	10	2.20

Table XI (Continued)

QUESTIONS	ALL RESPONDENTS N	ALL RESPONDENTS MEAN	ADMINISTRATORS N	ADMINISTRATORS MEAN	TEACHERS N	TEACHERS MEAN	COUNSELORS N	COUNSELORS MEAN
11. Students are unaware of information about employment possibilities.	217	2.13	36	2.36	170	2.08	10	2.20
12. Racial prejudice is felt by the student during the program.	217	1.41	36	1.41	170	1.41	10	1.30
13. Age difference is a problem to the student.	217	1.58	36	1.52	170	1.60	10	1.50
14. Students postpone plans to attend school temporarily.	217	2.50	36	2.69	170	2.49	10	2.20
15. Students decide to enter military.	217	1.84	36	2.13	170	1.77	10	1.90
16. Friends of students do not attend school.	216	2.11	36	2.38	169	2.06	10	1.90
17. Students are easily frustrated.	214	2.57	36	2.58	167	2.56	10	2.50
18. There is a need for financial aid on the part of the students.	219	3.07	36	3.27	172	3.07	10	2.20
19. Transportation for students is inadequate.	219	2.52	36	2.97	172	2.47	10	1.80
20. Tuition costs are too high.	217	1.88	36	2.08	170	1.86	10	1.40
21. Students can not or will not attend class regularly.	219	3.01	36	3.05	172	3.01	10	2.90

Table XI (Continued)

QUESTIONS	ALL RESPONDENTS N	ALL RESPONDENTS MEAN	ADMINISTRATORS N	ADMINISTRATORS MEAN	TEACHERS N	TEACHERS MEAN	COUNSELORS N	COUNSELORS MEAN
22. Students have some type of physical handicap.	215	1.71	36	1.69	169	1.72	9	1.44
23. There is a need for child care on the part of the students.	215	2.24	36	2.66	168	2.17	10	1.90
24. Students cannot fit school around part-time job.	218.	2.58	36	2.50	171	2.62	10	2.30
25. Students decide to attend another school.	217	1.78	36	2.00	170	1.74	10	1.60
26. Distance from school is to far for students to travel.	216	2.06	36	2.30	169	2.02	10	1.70
27. Students decide to marry/divorce.	216	1.93	36	2.30	170	1.85	9	1.77
28. Students perceive the school to be in an unsafe area.	218	1.30	36	1.52	171	1.27	10	1.00
29. Students are needed at home.	214	1.84	36	2.08	167	1.79	10	1.70
30. Remedial instruction for students is not available.	217	1.44	36	1.33	170	1.46	10	1.40
31. Students need more guidance.	216	2.24	36	2.13	169	2.27	10	2.20
32. Courses are beyond students ability.	217	2.29	36	2.36	170	2.27	10	2.40
33. Health problems on the part of the students.	216	1.97	36	2.05	169	1.97	10	1.70

Table XI (Continued)

QUESTIONS	ALL RESPONDENTS N	ALL RESPONDENTS MEAN	ADMINISTRATORS N	ADMINISTRATORS MEAN	TEACHERS N	TEACHERS MEAN	COUNSELORS N	COUNSELORS MEAN
34. Students have a lack of motivation.	218	3.06	36	3.11	171	3.05	10	3.00
35. Personal financial needs of the students are too great.	216	2.92	36	3.11	169	2.89	10	2.50
36. Students have the attitute that government support is better than working.	217	2.70	36	2.61	170	2.72	10	2.70
37. Not enough time is available to work with educationally disadvantaged students.	215	2.03	36	2.08	168	2.04	10	1.90
38. Students created behavior problems.	217	2.05	36	2.14	170	2.03	10	1.90
39. Students have some type of emotional handicap.	214	2.08	36	2.22	168	2.07	10	1.90
40. Students are undecided about their future.	216	2.71	36	2.71	170	2.70	10	2.70
41. Poor relationships or confilicts with teachers, counselors, or administors.	215	1.96	36	2.25	168	1.89	10	1.90
42. Language is a problem for students.	217	1.96	36	2.13	170	1.94	10	1.70
43. Students are asked to leave the school.	214	1.70	36	1.94	167	1.64	10	1.90
44. Students decide that jobs are not available in the field.	217	1.76	36	2.05	170	1.72	10	1.40

Table XI (Continued)

QUESTIONS	ALL RESPONDENTS		ADMINISTRATORS		TEACHERS		COUNSELORS	
	N	MEAN	N	MEAN	N	MEAN	N	MEAN
45. Students decide to accept a job related to their vocational training.	217	2.71	36	3.05	171	2.64	9	2.66
46. Students secondary education is inadequate.	218	2.53	36	2.83	171	2.47	10	2.60
47. Up-to-date equipment is not available.	215	1.65	36	1.85	169	1.64	10	1.20
48. Students feel peer pressure to leave school.	216	1.75	36	2.11	169	1.68	10	1.50
49. Students have some type of mental handicap.	216	1.75	36	1.88	170	1.72	10	1.90

TABLE XII

NUMBER AND MEAN SCORES FOR RECRUITMENT BARRIERS BY RESPONDENT GROUPS

Recruitment Barriers	N	MEAN
Institutional		
Administrators	36	1.96
Teachers	174	1.80
Counselors	10	1.82
Dispositional		
Administrators	36	2.29
Teachers	174	2.11
Counselors	10	2.09
Situational		
Administrators	36	2.39
Teachers	174	2.18
Counselors	10	1.88

TABLE XIII

ANALYSIS OF VARIANCE: FACULTY GROUPS
BY INSTITUTIONAL BARRIERS

SOURCE	df	ss	ms	F-RATIO
Faculty groups	2	.791	.395	1.45[a]
Error	213	58.316	.273	
TOTAL	215	59.107		

a $p>.05$

TABLE XIV

ANALYSIS OF VARIANCE: FACULTY GROUPS
BY DISPOSITIONAL BARRIERS

SOURCE	df	ss	ms	F-RATIO
Faculty groups	2	1.008	.504	2.51[a]
Error	215	43.246	.201	
TOTAL	217	44.254		

a $p>.05$

Table XV provides an F value for the main effects of the independent variable (faculty groups) by situational barriers.

The calculated F value of 6.18 proved to be significant beyond the .05 level. To determine where significant difference had occured among the three means, the data were subjected to a Duncan's multiple range test. The Duncan's post-hoc comparison showed significant difference existed among the means of all three faculty groups. Thus, the hypothesis postulating significant differences among the three faculty groups was supported by the data.

TABLE XV

ANALYSIS OF VARIANCE: FACULTY GROUPS BY SITUATIONAL BARRIERS

SOURCE	df	ss	ms	F-RATIO
Faculty Groups	2	2.410	1.205	6.18
Error	215	41.916	.194	
TOTAL	217	44.327		

a $p < .05$

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

The major purpose of this study was to describe barriers to recruitment and retention of the disadvantaged, unemployed, underemployed, and out-of-school youth as perceived by students, teachers, counselors, and administrators. In order to achieve this purpose the following objectives were developed as a guideline for conducting the study.

1. Identify and describe recruitment practices that have been used successfully to attract disadvantaged, unemployed, and out-of-school youth.

2. Identify students who have re-enrolled in vocational training programs as a result of the identified practices and compare their perceptions of program barriers with students who exited prior to program completion and did not return.

3. Decribe perceived barriers related to student recruitment and student retention (successful completion) identified by teachers, counselors, and administrators of vocational training programs.

Conclusions

Based upon the findings of the study, the following major conclusions were developed for each objective.

Objective One

Data for objective one were gathered by the researchers through personal interviews with the directors of the ten area vocational schools participating in the study. The following conclusions are based upon an analysis of the results of those interviews:

1. The recruitment practice perceived to be the most successful by area vocatinal school directors was "encouraging high school students to take courses while completing graduation requirements at their high school."

2. "Advertising programs in local newspapers" and "personal contacts with prospective students" were perceived by area vocational school directors as being the second and third most successful recruitment practices.

3. The recruitment practice utilized most frequently by area vocational school directors was the "construction of display booths at fairs, exhibitions, malls, etc."

4. "Personal contact with prospective students" and "the development of slide presentations for distribution throughout the region" ranked second and third in the degree of utilization.

5. "Personal contact with prospective students made by past and present students" received the overall highest ranking in terms of frequency of use and perceived success.

6. Other recruitment practices that ranked high in both utilization and success were: "development of a slide tape presentation for distribution throughout the region," "recruitment through community organizations dealing with special target groups," "advertising programs in local newspapers," and "encouraging high school students to take courses while completing graduation requirements at their high school."

Based on the data collected for objective one there was an obvious difference between recruitment practices administrators perceive to be successful and what recruitment practices they are actively using to attract students. The recruitment practice perceived to be most successful was "to encourage high school students to take courses while completing graduation requirements." This practice ranked eleventh in degree of utilization. Likewise, the recruitment practice utilized most frequently, i.e. display booths at state fair, exhibitions, schools and malls," was ranked fourteenth in terms of perceived degree of success. Clearly, there was a discrepancy between what area vocational school directors believe was an important recruitment practice and what they actually did to attract new students. The recruitment practice which received the overall highest ranking in terms of frequency of use and perceived success, i.e. "personal contacts with prospective students made by past and present students," may be the most successful recruitment practice available.

Objective Two

Data for objective two were collected via telephone interviews. The following conclusions are based upon the results of the interviews:

1. Of the 32 barriers investigated, ten barriers were cited 42 percent of the time as the major reasons for leaving the vocational program. Of those ten barriers, two were institutional: "needed more guidance" and "believed courses were not of suitable quality." Six of the barriers were situational: "needed financial aid," "needed at home," "could not fit part time job around school," transportation was a problem," "health problems," and "could not attend classes regularly." Two of the barriers were dispositional: "postponed plans temporarily," and "decided to attend another school."

2. The institutional barrier (i.e. an institutional practice or proceedure which discouraged working adults from participating in educational activities) that was identified most frequently as a major factor in deciding to leave school was "the need for more guidance."

3. The dispositional barrier (i.e. a barrier which relates to how adults perceive themselves as learners) that was identified most frequently as a major factor in deciding to leave school was "postponed plans temporarily."

4. The situational barrier (i.e. barriers which include lack of child care, lack of money, transportation problems, etc.) that was identified most frequently as a major factor in deciding to leave school was "needed financial aid to stay in the program."

5. Significant differences existed between the mean scores of dropouts and returnees on institutional barriers when considered as a group.

6. No significant difference existed between the mean scores of dropouts and returnees on either dispositional or situational barriers.

7. Approximately 57 percent of those who returned to vocational programs returned for reasons not identified in the study.

8. Approximately 30 percent of those who returned cited personal contact by school faculty, administrators, and staff, or past/present students as their main reason for returning.

Based on the data collected for objective two, it would appear that students leave the area vocational school programs because they are not receiving adequate guidance or they are in financial distress. It would appear from the findings of this study that an increase in career guidance and counseling, as well as increased availability of financial aid would help to keep more students in vocational programs. While the results of the t test suggest a significant difference in the way returnees and dropouts answer the questions related to institutional variables, it should be noted that the means generated by this group of variables were calculated on the total number of positive responses for these questions, and did not include resondents who indicated that several of those questions were not applicable. Therefore, it appears that the students who left the programs, left because of some perceived degree of disatisfaction with the institution, rather than some personal inadequacies on their part.

Of the students who returned to school, 57 percent were recruited back to school through one or more of the recruitment activities identified in objective one. This suggested that approximately 43 percent of those who returned to school did so on their own volition with little or no prompting from the recruitment activities identified by this study. The data also suggest that the most successful recruitment activities were personal contacts by a school faculty member or a former or present student. Use of the media, both electronic and printed, was also identified by returnees as a successful recruitment practice.

Objective Three

Data for objective three were generated from a questionnaire mailed to 260 administrators, teachers, and counselors participating in the study. This sample was randomly drawn from a master list of 717 administrators, teachers, and counselors within the ten participating area vocational schools. The following conclusions are based upon the results of that survey:

1. Program barriers perceived by the total group of respondents as having the greatest impact on program completion were: "the financial need of the student," "the ability and willingness of the student to attend class regularly," and "a lack of self motivation on the part of the student."

2. Other program barriers perceived by the total group of respondents as impacting on program completion were: "the inability of students to accept responsibilities associated with the program," "the student's attitudes that government support is better than working," uncertainty about their future," and "acceptance of a job related to vocational training."

3. Conversly, those barriers perceived by the total group of respondents as having the least impact on program completion were: "students perceptions of an unsafe school enviroment," "unavailability of remedial instruction," racial prejudice," "admission procedures which were to difficult," and "age differences among the students."

4. Administrators, teachers, and counselors did not respond significantly different to questions grouped as institional and dispositional barriers.

5. Significant differences existed among the means of administrators, teachers, and counselors when they responded to the questions grouped as situational barriers.

Based on the data collected for objective three, it would appear that there is no difference in the way administrators, teachers, and counselors responded to questions grouped as institutional or dispositional barriers. However, when responding to the group of questions grouped as situational barriers, signifiant difference existed among the mean scores of all three groups. Administrators perceived the impact of situational barriers to be the greatest, while counselors perceived them to be the least. It is interesting to note that there was little difference between the major barriers perceived by faculty groups in objective three and the major barriers perceived by the students themselves in objective two. One major difference to be noted; however, is that faculty groups as a whole felt that students often times failed to complete programs because of lack of responsible behavior, poor motivation, and poor attitude. Conversly, students did not perceive their behavior as irresponsible, but rather as situations over which they had no control.

Recommendations

Based on the findings and conclusions drawn from this study and the impressions acquired by the investigators while conducting this research, the following recommendations were made:

1. The results of this study should be made available to area vocational school directors and staff members responsible for student recruitment and counseling activities.

2. Since there is a discrepancy between what vocational directors perceive to be successful recruitment practices and what they actually utilize, is is recommended that efforts focus on increasing the utilization of practices identified as being successful.

3. In the area of institutional barriers, more emphasis should be placed in the area of student guidance and counseling.

4. For situational barriers, the need for financial assistance should receive increased attention if student retention is to be increased.

5. Since there was a large number of students dropping out of vocational education programs who indicate they are postponing plans temporarily, area vocational schools should increase efforts to follow-up these students and recruit them into school at a later date.

6. Research should be initiated on a national scope to determine methods and procedures which are being used to overcome the barriers identified.

7. A model for implementing alternative recruitment/retention strategies should be developed.

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APPENDIX A

Vocational Director Interview Form

INTERVIEW SCHEDULE

Please evaluate the following recruiting practices as to how successful they are in recruiting prospective disadvantaged, unemployed, underemployed and out-of-school youth.

RECRUITMENT PRACTICES	Degree of Utilization				Degree of Success			
	very much	some	very little	none	very much an success	some success	very little success	no success
1. Personal contacts								
a. Use of an answering service for night hours to provide vocational information.								
b. Personal contacts made during home visits.								
c. Use of an admission-inquiry follow-up to check on potential students.								
d. Personal contacts with prospective students made by past and present students.								
e. Personal phone calls made by staff to prospective students.								
2. Display								
a. Utilization of display booths at state fairs, exhibitions, malls, etc.								
b. Development of slide tape presentations for distribution throughout the region.								
c. Utilization of mobile classrooms in schools, shopping centers, etc.								
d. Utilization of special displays emphasizing the success of students who completed vocational programs (personal interviews on tapes and slides).								
3. School Personal and Local Organization								
a. Establishing a liason with local apprenticeship councils to recruit students for vocational programs leading to apprenticeships.								

RECRUITMENT PRACTICES	Degree of Utilization				Degree of Success			
	very much	some	very little	none	very much an success	some success	very little success	no success
b. Visits to feeder schools made by vocational school staff and students.								
c. Recruit through community organizations dealing with special target groups.								
d. Teachers supply a list of potential students to be contacted by departmental staff.								
e. Student referrals made by guidance counselors or schools.								
f. Instructors and counselors speaking to groups, schools, or organizations representing special target groups.								
g. Use of career fairs.								
h. Use of open houses.								
4. Media								
a. Utilization of local radio and T.V. stations to place free public service announcements about a particular school training program.								
b. Purchasing of local radio and T.V. announcements.								
c. Distribution of a newsletter throughout the community.								
d. Preparing and providing information packets for counselors in secondary feeder schools about vocational programs.								
e. Advertising programs in local newspapers.								

RECRUITMENT PRACTICES	Degree of Utilization				Degree of Success			
	very much	some	very little	none	very much an success	some success	very little success	no success
f. Utilization of printed cards with program information followed by the school phone number distributed in super markets, laundromats, shopping centers, etc.								
g. Mass mailings of informational flyers, inserted with local utility bills or bank statements.								
h. Advertisements or flyers sent to parents.								
i. Mass mailings of the school schedule to prospective students.								
j. Utilization of posters with mail-in inquity cards located throughout the community.								
k. Producing and displaying posters promoting vocational programs in counseling areas, student union, cafeterias, etc.								
5. Miscellaneous Activities								
a. Utilizing students who are paid by the school to carry out recruitment activities.								
b. Participation in recruitment programs conducted by high schools.								
c. Providing employment services and counseling to mid-career changers.								
d. Providing vocational aptitude testing to the public.								
e. Providing tours of vocational programs for prospective students.								

RECRUITMENT PRACTICES	Degree of Utilization				Degree of Success			
	very much	some	very little	none	very much an success	some success	very little success	no success
f. Encouraging high school students to take courses while completing graduation requirements at their high school.								
g. Utilizing advisory committee activities in the recruitment effort.								
6. Other Successful Recruitment Practices								
a.								
b.								
c.								
d.								

APPENDIX B

Student Telephone Survey Instrument

SURVEY INSTRUMENT

1. School: (use appropriate code)____

   Interview # _____

   Name:_____

   Phone number:( )_____

   Call back number:( )_____

2. Interviewer:_____

   Date of Interview:_____

   Time of day of interview:_____

   Time interview ended:_____

   Length of interview_____minutes

3. Sex of Respondent

   (1)_____Female

   (2)_____Male

Opening by Interviewer

Hello, I'm (name). I'm calling for (name of school). We're doing a follow-up study of students who

(1)_____Left
(2)_____Left and returned

(name of school). Your name was one of those randomly selected from the file. I would like to ask you a few questions. Knowing your opinion will help us do a better job of constucting our program to better suit community needs. Of course, your opinions will remain strictly confidential.

(slight pause - do not wait for approval, plunge right in)

4. First of all, when you attended the school, did you enroll in day or night courses?

   (1)_____day

   (2)_____night

   (3)_____both day and night

5. What was your major program of of study at the school? (specify)

   _____

   If Re-enrollee: What is your major program of study now?

   _____

6. What (is,was) your primary objective for attending the school? Was it: (*read list*)

(1)____To explore a new career or academic interest

(2)____To prepare for immediate entry into a job

(3)____To update skills for a job you held already

(4)____For some other reason? (specify)

_____

_____

Interviewers Comments

Now, I'd like to ask you a series of questions to determine why you left school. There are four groups of questions, O.K.?
(Pause - then go right on)

7. First, those questions which relate to the school. (*read down the list, check any answer the respondent gives*)

(1)____The desired courses were not available

(2)____Enrollment space was not available

(3)____Believed courses were not suitable quality

(4)____Admissions procedures were too difficult

(5)____Lacked information about employment possibilities

(6)____Courses were too difficult

(7)____Needed more guidance

(8)____Needed remedial instruction that was not available

(9)____Discovered credits from another school was not transferable

(10)____Other (specify)

_____

8. Secondly, some personal reasons why you might have left. (*read down the list, check any answer the respondent gives*)

(1)____Decided your present job was satisfactory

(2)____Decided you had completed a similiar program

(3)____Believed you were not prepared enough

(4)____Decided you would not accept the responsibility associated with the program.

(5)____Family was not supportive

(6)____Felt prejudice while in the program

(7)____Your age was different from the other students

(8)____Postponed plans temporarily

(9)____Decided to enter military

(10)____Decided to attend another school

(11)____Afraid you would not do well

(12)____Decided to get married

(13)____Health problems

(14)____Other (specify)_____

9. Now, a few questions on financial reasons: (*read down the list, check any answer the respondent gives*)

(1)____Needed financial aid to stay in the program

(2)____Tuition cost were too high

(3)____Other (specify)_____

_____

10. Some situational circumstances in which you had no control: (*read down the list, check any answer the respondent gives*)

(1)____Transportation was a problem

(2)____Could not attend class regularly

(3)____Physical handicap

(4)____Could not fit part-time job around school

(5)____School was located in an unsafe area

(6)____You were needed at home

(7)____Needed child care services

(8)____School was too far away

(9)____Other (specify)_____

_____

11. What kinds of things could the school have done to encourage you to remain in school? (*read down the list, check any answer the respondent gives*)

____(1) Offer more courses or programs

____(2) Offer more counseling services

____(3) Provide more information about jobs and courses

____(4) Provide more financial advice and assistance

____(5) Other (specify)_____

_____

12. What is your present educational situation or plan? (*read down the list, check any answer the respondent gives*)

(1)____Have transferred to another school

(2)____Plan to transfer to another school

(3)____Return(ed) to this school

(4)____Have achieved my educational goal without receiving a certificate

(5)____Have not achieved my educational goal and do not plan to return to school

(6)____Can't say - undecided

(7)____Other (specify)_____

_____

STOP !!!

IF YOU ARE INTERVIEWING A PERSON WHO HAS DROPPED OUT AND NOT RETURNED...GO ON TO QUESTIONS # 13 AND 14.

IF YOU ARE INTERVIEWING A PERSON WHO HAS RE-ENROLLED... GO TO # 15.

These last questions are going to help us classify the opinions of the different people we are talking to.

13. Would you mind telling me the year in which you were born?

(1)____Prior to 1925 (56 and over)

(2)____1927 to 1947 (35 to 55)

(3)____1948 to 1956 (26 to 34)

(4)____1957 to 1963 (19 to 25)

(5)____1964 to 1966 (16 to 18)

(6)____Declined to answer

14. Are you an Indian, Asian, Black, Hispanic, or White?

(1)____American Indian or Alaskian native

(2)____Asian or Pacific Islander

(3)____Black

(4)____Hispanic

(5)____White

(6)____Other Race/ethnic group

(7)____Declined to answer

Thank you very much for giving us your opinions.

*Interviewers Signature:*_____

*Interviewers Comments about the Interview:*_____

_____

_____

_____

INTERVIEWERS COMMENTS

The last part of this survey deals with why you returned to (name of school). It will help us to know what factors influenced you in making your decisions to return to school.

15. Were you contacted by anyone personally and urged to re-enroll? If yes...who? *(read down the list, check any answer the respondent gives)*

(1)____school staff

(2)____school faculty

(3)____school administration

(4)____past or present students

(5)____family or friends

(6)____other (specify)_____

_____

16. Were you influenced by a display that you saw somewhere? If yes...where? *(read down the list, check any answer the respondent gives)*

(1)____county fair

(2)____a show in a mall, etc.

(3)____slide-tape presentation

(4)____module classroom

(5)____other (specify)_____

_____

17. Was your decision to return influenced by what you heard or saw in the media? *(read down the list, check any answer the respondent gives)*

(1)____Radio announcement

(2)____T.V. announcement

(3)____Printed information flyers

(4)____Advertised in local paper

(5)____Posted at local businesses

(6)____Received "mailers" or "flyers"

18. Were you influenced to return by anything I haven't mentioned, such as: *(read down the list, check any answer the respondent gives)*

(1)____took part in an adult re-entry center

(2)____career counseling

(3)____attended a vocational workshop

(4)____scholarship program

(5)____Recruitment activities conducted in high schools

(6)____ Encouraged to enroll by a local apprenticeship council

(7)____other (specify)_____

_____

INTERVIEWERS COMMENTS

These last questions are going to help us classify the opinions of the different people we are talking to.

19. Would you mind telling me what year you were born?

(1)____Prior to 1925 (56 and over)

(2)____1927 to 1947 (35 to 55)

(3)____1948 to 1956 (26 to 34)

(4)____1957 to 1963 (19 to 25)

(5)____1964 to 1966 (16 to 18)

(6)____Declined to answer

20. Are you an Indian, Asian, Black, Hispanic, or White?

(1)____American Indian or Alaskian native

(2)____Asian or Pacific Islander

(3)____Black

(4)____Hispanic

(5)____White

(6)____Other Race/ethnic group

(7)____Declined to answer

Thank you very much for giving us your opinions.

*Interviewers Signature:*_____

*Interviewers Comments about the Interview:*____

_____

_____

_____

_____

APPENDIX C

Teacher and Administrator Questionnaire

A SURVEY OF SELECTED FLORIDA AREA VOCATIONAL SCHOOLS

DIRECTIONS: To what degree do each of the following factors, in your judgement, influence students decisions to drop out of vocational programs? Circle the number that most nearly represents the amount of influence each variable, in your opinion, has in affecting the student dropout rate.

		no influence	minor influence	moderate influence	strong influence
Example:					
	A. Health problems on the part of the student.	1	(2)	3	4
1.	Courses desired by students are not available	1	2	3	4
2.	Enrollment space is not available.	1	2	3	4
3.	Credits from other schools are not transferable.	1	2	3	4
4.	Courses are not deemed of desirable quality by the student.	1	2	3	4
5.	Admission procedures are too difficult for students to complete.	1	2	3	4
6.	Students decide their present job situation is satisfactory.	1	2	3	4
7.	There is a fear of not doing well on the part of the students.	1	2	3	4
8.	Students have already completed similar type of training program.	1	2	3	4
9.	Students cannot accept the responsibility associated with the program.	1	2	3	4
10.	Students family is not supportive.	1	2	3	4
11.	Students are unaware of information about employment possibilities.	1	2	3	4
12.	Racial prejudice is felt by the student during the program.	1	2	3	4
13.	Age difference is a problem to the student.	1	2	3	4

		no influence	minor influence	moderate influence	strong influence
14.	Students postpone plans to attend school temporarily.	1	2	3	4
15.	Students decide to enter military.	1	2	3	4
16.	Friends of students do not attend school.	1	2	3	4
17.	Students are easily frustrated.	1	2	3	4
18.	There is a need for financial aid on the part of the students.	1	2	3	4
19.	Transportation for students is inadequate.	1	2	3	4
20.	Tuition costs are too high.	1	2	3	4
21.	Students can not or will not attend class regularly.	1	2	3	4
22.	Students have some type of physical handicap.	1	2	3	4
23.	There is a need for child care on the part of the students.	1	2	3	4
24.	Students cannot fit school around part-time job.	1	2	3	4
25.	Students decide to attend another school.	1	2	3	4
26.	Distance from school is to far for students to travel.	1	2	3	4
27.	Students decide to get married/divorced.	1	2	3	4
28.	Students perceive the school to be in an unsafe area.	1	2	3	4
29.	Students are needed at home.	1	2	3	4
30.	Remedial instruction for students in not available.	1	2	3	4
31.	Students need more guidance.	1	2	3	4
32.	Courses are beyond students ability.	1	2	3	4
33.	Health problems on the part of the students.	1	2	3	4
34.	Students have a lack of motivation.	1	2	3	4
35.	Personal financial needs of the students are too great.	1	2	3	4
36.	Students have the attitude that government support is better than working.	1	2	3	4

		no influence	minor influence	moderate influence	strong influence
37.	Not enough time is available to work with educationally disadvantaged students.	1	2	3	4
38.	Students created behavior problems.	1	2	3	4
39.	Students have some type of emotional handicap.	1	2	3	4
40.	Students are undecided about their future.	1	2	3	4
41.	Poor relationships or conflicts with teachers, counselors, or administrators.	1	2	3	4
42.	Language is a problem for students.	1	2	3	4
43.	Students are asked to leave the school.	1	2	3	4
44.	Students decide that jobs are not available in the field.	1	2	3	4
45.	Students decide to accept a job related to their vocational training.	1	2	3	4
46.	Students secondary education is inadequate.	1	2	3	4
47.	Up-to-date equipment is not available.	1	2	3	4
48.	Students feel peer pressure to leave school.	1	2	3	4
49.	Students have some type of mental handicap.	1	2	3	4
50.	Please list additional factors that might affect the drop-out rate in vocational programs.				
	a.	1	2	3	4
	b.	1	2	3	4
	c.	1	2	3	4
	d.	1	2	3	4

Which of the following best describes your present position:

Teacher _____; Counselor _____; Administrator _____; Occupational Soecialist _____; Other - Specify _____.

APPENDIX D

Initial Cover Letter to Area
Vocational School Personnel

As a fellow vocational educator, I am sure you would agree that a fundamental goal of vocational education is to offer quality programs to those who want vocational education, and to those who need and could benefit from it. Currently, a great number of people who enter vocational programs fail to complete the programs. In many instances, the non-completers represent that portion of the population which truly needs vocational education the most.

The Florida Division of Vocational Education in Tallahassee is interested in investigating the problem of why students drop out of vocational-technical programs in Florida. As a vocational educator, you have daily contact with students who become both program completers and non-completers. Therefore, you have undoubtedly formed some personal feelings as to why some students continue on and others "fall by the wayside". I would like to have your thoughts and opinions on what factors influence students to drop out of school.

I have included an instrument which lists 50 factors which may or may not be related to why people leave school. Please take a few minutes and react to each statement by circling the response which best reflects your feelings. When you complete the instrument, return it to me by February 19, 1982 in the stamped envelope enclosed.

Let me say "thank you" for your help. I know that by working together we can eventually build a stronger vocational education system for the State of Florida.

Sincerely,

Larry R. Arrington
Assistant Professor

Dennis C. Scanlon
Assistant Professor

LRA:DCS:jlb
enclosures

APPENDIX E

Follow-up Letter to Area
Vocational School Personnel

February 22, 1982

M E M O R A N D U M:

TO: Select Faculty and Administrators at Cooperating Vocational/Technical Schools

FROM: Dennis C. Scanlon, Larry R. Arrington, Department of Agricultural and Extension Education, University of Florida

RE: Factors which Influence Students to Drop Vocational Programs

Recently we wrote to you soliciting your opinion on why students drop-out of vocational programs. As you may recall, you received an instrument which listed 50 factors which may or may not be related to why people leave school. Many of you have already responded; if you have, just disregard this letter and accept my Thanks. If you have not yet responded, let me remind you that your opinion is important and we would like to have it. Your response, when looked at in conjunction with others, helps to form a pattern from which definite conclusions can be drawn. If your response is missing the pattern may be altered, and the conclusions drawn may be incorrect.

I've enclosed another survey instrument for your convenience. Please complete and return the instrument in the self addressed stamped envelope.

I know you are busy, but your opinion does count. . .take a few minutes and give it to us now!

DCS:LRA:jlb
Enclosures: Survey instrument
Self addressed envelope